

**USING FLOW CHART TO INCREASE STUDENTS' ABILITY
IN WRITING DESCRIPTIVE TEXT AT THE
SECOND YEAR OF SLTPN 2
BUNGARAYA**



By

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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1431 H/2010 M**

**USING FLOW CHART TO INCREASE STUDENTS' ABILITY
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BUNGARAYA**

Thesis
Submitted to Fulfill One Requirements
for Undergraduate Degree in English Education
(S.Pd)



By

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SUPERVISOR APPROVAL

The thesis entitled “*Using Flow Chart to Increase Students' Ability in Writing Descriptive Text at the Second Year of SLTPN 2 Bungaraya*”, is written by Vera Rita NIM. 10514000432. It is accepted and approved to be examined in the meeting of the final examination of undergraduate committee at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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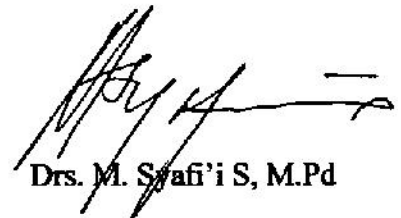
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EXAMINER APPROPAL

This thesis entitled "*Using Flow Chart to Increase Students' Ability in Writing Descriptive Text at the Second Year of SLTPN 2 Bungaraya*", is written by Vera Rita NIM. 10514000432. It is approved and has been examined by the final examination committee of undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Rabiul Akhir 7, 1431 H / April 22, 2010 M as one requirement for the undergraduate Degree (S.Pd) in English Education.

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This thesis is written and intended to fulfill one of requirements for the award of Sarjana degree at English Education Department of Education and Teachers Training Faculty of State Islamic University Sultan Syarif Kasim Riau. The title of this thesis “using flow chart to increase students’ ability in writing descriptive text at the second year of SLTPN 2 Bungaraya”.

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“ May Allah SWT bless you all, Amin ya Robbal Alamin”

Pekanbaru, April 22, 2010

The Writer



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ABSTRACT

VERA RITA (2010): USING FLOW CHART TO INCREASE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXTS AT THE SECOND YEAR OF SLTPN 2 BUNGARAYA

In teaching and learning process, technique is very needed by the students in analyzing English subjects, especially in writing. One of the writing technique is flow chart. Flow chart help the students to develop ideas in written form.

Students of SLTPN 2 Bungaraya, many students had difficulties in studying English. This school also has facilities in order to make the students easier in teaching and learning process. Besides that, the students are taught English twice a week for two hours. In fact, the students still have difficulties in developing ideas in written form. And the students still confused to star their writing.

Based on the problem above, therefore the writer feels necessary to do the research with the title: **"Using Flow Chart to Increase Students' Ability in Writing Descriptive Text at the Second Year of SLTPN 2 Bungaraya"**.

This research has a formulation of the problem there is significant influence of flow chart toward students' writing ability. The objective of this research is to find out whether there is significant influence of flow chart toward students' writing ability or not at the second year of SLTPN 2 Bungaraya.

In this research, the writer took two classes as sample, one class for experimental group and one class for control group. Before giving the treatment, both of them were given pre-test. Post test was given after treatment.

The technique of the data collection employed the test. Test was used to know the students' writing ability at the second year of SLTPN 2 Bungaraya.

In collecting the data, the researcher uses t-test, and formula is as follow:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

The score was compared with the t-table by using of the degree of freedom (df). The formula is follows:

$$(df) = (N_1 + N_2) - 2$$

Based on the data analysis, the writer could make a conclusion that, there is significant influences of flow chart toward students' ability in writing descriptive is 18% and control class 9%. In order words, the increase of the experiment class is much higher than control group.

ABSTRAK

VERA RITA (2010): MENGGUNAKAN BAGAN ARUS UNTUK MENINGKATKAN KEMAMPUAN SISWA DALAM MENULIS TEKS DESKRIPTIF SISWA KELAS II SLTPN 2 BUNGARAYA

Dalam proses belajar mengajar, teknik sangat di butuhkan oleh siswa dalam menganalisa mata pelajaran bahasa inggris, spesialnya dalam menulis. Sala satu tehnik menulis adalah menggunakan bagan arus (flow chart). Bagan arus membantu siswa untuk mengembangkan ide dalam bentuk menulis.

Di SLTPN 2 Bungaraya, banyak siswa mempunyai kesulitan dalam belajar bahasa inggris, sedangkan di sekolah tersebut sudah mempunyai fasilitas yang cukup untuk menunjang proses belajar mengajar. Di samping itu, siswa belajar bahasa inggris 2X seminggu untuk 2 jam. Kenyataannya, siswa masih mempunyai kesulitan dalam mengembangkan ide dalam bentuk menulis. Berdasarkan dari permasalahan di atas, oleh karena itu penulis merasa perlu untuk melakukan penelitian dengan judul: **"Menggunakan Bagan Arus untuk Meningkatkan Kemampuan Siswa dalam Menulis teks Deskriptif Siswa Kelas II SLTPN 2 Bungaraya"**.

Dalam penelitian ini penulis mengambil 2 kelas sebagai sample, satu kelas untuk kelas yang di uijcobakan dan satu lagi kelas untuk dcontrol. Sebelum memberikan treatmen kepada kelas uji coba kedua kelas control dan uji coba di beri tes awal atau tes bebas, tes terakhir di berikan setelah kelas uji coba di beri treatment yakni menggunakan diagram symbol. Teknik pengumpulan data penulis menggunakan tes, ini bertujuan untuk mengetahui kemampuan menulis anak kelas dua SLTPN 2 Bungaraya.

Dalam pengumpulan data, penulis menggunakan t-test, dengan rumus sebagai berikut:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Kemudian hasilnya dibandingkan dengan t-tabel dengan menggunakan the degree of freedom (df) dengan rumus.

$$(df) = (N_1 + N_2) - 2$$

Berdasarkan data analisa, penulis dapat menyimpulkan bahwa ada signifikan dari penggunaan bagan arus terhadap kemampuan siswa dalam menulis teks dekriptif adalah 18% dan kelas control 9% dengan kata lain, kenaikan kelas experiment jauh lebih tinggi dari pada kelas kontrol.

الملخص

فيرا وريتا (2010) : بيان للاستخدام القدرة التلاميذ الزيادات
BUNGARAYA SLTPN 2 نص وصفي للطالب كتيبه الطبقات الثاني

في التعليم والتعلم ، وتقنيات مطلوبة من قبل الطلاب في تحليل دورات في اللغة الإنجليزية ،
الرسم .(واحدة من تقنيات الكتابة هي استخدام مخطط التدفق (تدفق الرسم البياني .خاصة في الكتابة
البياني لمساعدة الطلاب على تطوير الأفكار في شكل مكتوب
بينما ، الكثير من الطلاب يواجهون صعوبة في تعلم اللغة الانجليزية SLTPN 2 Bugaraya في
بالإضافة إلى ذلك ، يتعلم الطلاب .في المدرسة بالفعل تسهيلات كافية لدعم عملية التعليم والتعلم
في الواقع ، لا يزال الطلاب يجدون صعوبة في .في الأسبوع لمدة 2 ساعة اللغة الإنجليزية 2
وضع الأفكار في شكل الكتابة ، والطلاب لا يزال يخلط لبدء الكتابة لهم
استنادا إلى القضايا المذكورة أعلاه ، ولذلك فإن ككتب شعرت بالحاجة إلى إجراء بحوث تحت
عنوان : "باستخدام الرسم البياني للتدفق إلى تحسين القدرة على الكتابة للطلاب في الصف الثاني
SLTPN 2 Bugaraya" نص وصفي

في هذه الدراسة للكاتب يأخذ عينة 2 الطبقات ، وفئة واحدة من فئة واختبار واحد في أكثر من
قبل توفير العلاج لفئة الاختبار ، والدرجة الثانية ، والتحكم في الاختبارات .الدرجة إلى السيطرة
اختبار نشاط معين بعد المحاكمة على فئة .التجريبية في وقت مبكر ، أو تعطي التجارب الحرة
جمع البيانات من الكتاب استخدام تقنيات الاختبار ، وأنها .معينة من العلاج باستخدام مخطط التدفق
Bungaraya SLTPN 2 تهدف إلى تحديد مدى قدرة الطفل على الكتابة من الدرجة الثانية
: في جمع البيانات ، والباحثين استخدام اختبار (ت) ، مع الصيغة التالية

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

: ثم مقارنة نتائج ر المائدة مع درجة من الحرية (مدافع) مع الصيغة

$$-2 (N1 + N2) = \text{مدافع}$$

استنادا إلى تحليل البيانات ، وخلص الباحثون الى أنه لا يوجد كبير من استخدام الرسوم البيانية
وبعبارة أخرى ، زيادة .لمهارات الطلبة في كتابة نص وصفي هو 18 % ، و 9 % الصف السيطرة
في التجارب الفصول الدراسية هو أعلى بكثير من الطبقة السيطرة

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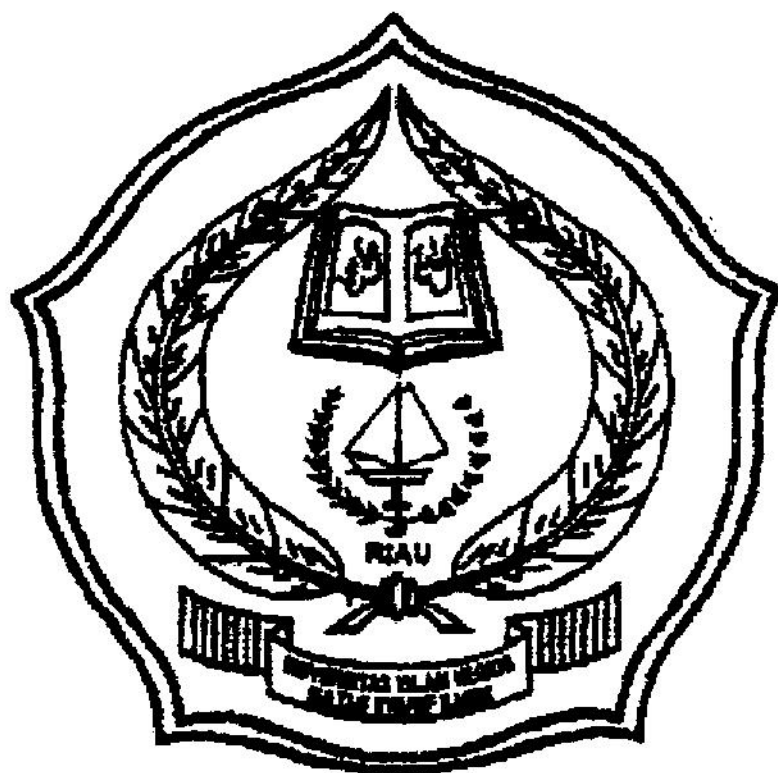
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CHAPTER 1

INTRODUCTION

A. Background of the Problem

English is one of the subjects that all of students have to take, from the students of primary school until the students of senior high school. In order to master it well, learners should know four language skills, listening, speaking, reading, and writing. All students also need to understand English grammar and vocabulary to develop the skill because it is the basic of the English language. Now, English is very important for us. English as a language is used to communicate and share information with other people in the world, so schools are hoped to be able to introduce English as good as possible in order to make students interested in English.

As Syafi'i (2007:100) says that at least, there are four dominant factors that involve the success of the teaching and learning process, namely, teachers, materials, method of teaching and learner. Low Motivation in learning English especially in writing, will make students lazy to practice it.

Based on the opinion stated above, method of teaching is one of the aspects that will influence the achievement of teaching and learning. Using good method of teaching will help the students to comprehend the lesson, for example by using flow chart. It helps the students to appear their idea in writing descriptive text.

Writing becomes a problem for some students because writing is a complicated productive skill. In addition, Horn (1977:5) says that writing is not easy. It involves many works and practices. Trying to put your ideas on paper in just the way is never easy. When you write you have to think of several things at the same time. Some of them are ideas, vocabulary, spelling, grammar, punctuation, and handwrite. It is clear that besides having the important role, writing is also not an easy activity. It needs to be learned and practiced to develop this skill. From the statement above, we know that Writing is an important thing in English. Paulston and Bruder (1976:203) say that "writing is one way of providing variety in classroom procedures, and it also makes possibly individualized work in large classes. It is clear that by having knowledge about Writing, We can share or express everything that we want to say in which we can not say in spoken language.

There are many writing paragraphs. In this research writer only focuses on descriptive text. Descriptive text is a text which says what a person or a thing is like or characteristics of something. Its purpose is to describe and reveal a particular person, place, or thing (<http://understandingtext.blogspot.com/2008/02/what-is-descriptive-text.html>).

According to Martin (1980:102) a good description gives more than just a brief look at a person, a place, or an object. Powerful descriptions tell not only how things look, but also how they sound, taste, smell, and feel. A description of a person tells how the person looks, sounds, and acts. A skill that is basic to good description is observation.

Description means giving a picture in words; describing something, especially without expressing feelings or judging. Writing is the activity or occupation of writing. Descriptive paragraph means the description of ideas and examples focused on a particular subject. (M. Syafi'i:43). In this study, writer focuses on students' writing in descriptive text.

In syllabus of SMP by Yunan Yusuf (2007), it contains:

1. Expressing meaning in the form of text by writing short that functions modestly by using language manner to write accurate figure, accepted for the interaction environmentally about text of descriptive and recount.
2. Reviewing expression by describing object, people, or place.
3. Writing the sentence by describing object or place.
4. Equipping shortly essay text in form of descriptive.
5. Compiling sentences become the text having a meaning in the form of descriptive.
6. Equipping text descriptive with the precise word.
7. Compiling random sentences become the descriptive text.
8. Making a draft of descriptive text.
9. Writing essay text in the form of descriptive.
10. Writing an essays to describe something or certain places.

SLTPN 2 Bungaraya is a school existing in sub Siak regency district of Bungaraya. This school just has two majors: Natural Science Program (IPA) and Social Science Program (IPS), so there is no language program. Because this

school does not study foreign language besides English. The Students of SLTPN 2 Bungaraya have only learned English. When writer conducted observation at SLTPN 2 Bungaraya, the writer found students' difficulties in expressing their opinion into descriptive text form. This problem was caused by two factors namely: as internal and external factors. In teaching and learning process, technique is very needed by the students in analyzing English subjects, especially in writing. One of the writing techniques is flow charts. According to Hebb Nicholas (2009:1) flow charts is a graphical or symbolic representation of a process, each step in the process is represented by a different symbol and contains a short description of the process step. And Whatley Tieshe (2009) states flow charts are used when the basic of things works to be clarified. Flow charts are also used when the key points are known but their relationship to each other isn't quite clear, besides that flow charts help the students brainstorm ideas and formulate strategies for better planning.

Based on the study of writer to Students of SLTPN 2 Bungaraya, many students had difficulties in studying English, this school also has facilities in order to make the students easier in teaching and learning process. Besides that, the students are taught English twice a week for two hours. In fact, the students still have difficulties in English, especially in writing. It might be caused by several factors. The first is the students' difficulties in developing ideas in written form. That the students spent a lot of time to write a text. After three times the writer asked them to a write a text, the students seemed confused to start their writing. The second is their mistakes in grammatical devices, such as the use of the present

tense, punctuation, conjunction, etc. The last is their lack of strategy in writing. Therefore, teachers need to have appropriate technique in teaching writing, in order to help the students to express their ideas easily.

Based on the phenomena above, it is essential for the teacher to choose an appropriate strategy in teaching writing in order to help the students in writing a text. In this research, The writer considers that the use of flow charts strategy in teaching writing, especially writing a descriptive text. The students of SLTPN 2 Bungaraya have learned English, one of English curriculum purpose is to make the students able to write descriptive one well.

The problems of the students above can be seen from following phenomena:

1. Some of the students admit that they get difficulties to start their own writing
2. Some of the students admit that they can not describe their ideas into writing correctly.
3. Some of the students can not use technique in writing.
4. Some of the students are not able to write descriptive text in a suitable tenses.
5. Some of the students get difficulties in expressing their ideas in writing descriptive text.
6. Many students are not interested in writing descriptive text.

Based on symptoms above, the writer is interested conducting a research entitled “ *USING FLOW CHART TO INCREASE STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXT AT THE SECOND YEAR OF SLTPN 2 BUNGARAYA.*”

B. Reason for Choosing the Title

This research is conducted for some reasons as follows:

1. The topic is very interesting to be observed because:
 - a. It can give contribution to the students in improving their writing ability.
 - b. It can give motivation to the students to learn English and to improve their writing ability.
2. The topic is very important to be researched because:
 - a. It will help the students in understanding writing descriptive text.
 - b. It can change the students’ perspective that assumes that English is a difficult subject.

C. Problems

1. Identification of the Problem

Based on the background of problem above and the phenomena that writer has found in preliminary observation, she can conclude that some of the students at the second year of SLTPN 2 Bungaraya have several problems that will be identified as follow:

1. Why do some of the students still get difficulties to start their writing?
2. Why can not some of the students describe their ideas into writing correctly?
3. Why can not some of the students to write descriptive text?
4. Why do some of the students still have difficulties in expressing their ideas?

2. Limitation of the Problem

Based on the above identification of the problems, the writer found many problems which are faced by the students. To avoid misunderstanding toward the problem in this research, it is quite necessary for the writer to limit the problem that writer focuses on the use of flow charts to Increase Students' Ability in Writing Descriptive Text at the Second Year Students of SLTPN 2 Bungaraya.

3. Formulation of the Problem

The formulation of this research is as follows:

1. How is the students' Ability in Writing Descriptive Text at the Second Year of SLTPN Bungaraya?
2. Is there any significant influence of using flow chart to increase students' ability in writing descriptive text?

D. Objective and Significance of the Research

1. Objective of the Research

- a. To find out students' ability in writing descriptive text at the second year of SLTPN 2 Bungaraya.
- b. To find out, whether or not the significant influence of using flow chart to increase students' ability in writing descriptive text.

2. Significance of the Research

- a. As the writer's contribution for the English teachers of SLTPN 2 Bungaraya.
- b. To help students, especially for the students of SLTPN 2 Bungaraya to overcome their problem in writing.
- c. To increase the experience and knowledge of the writer of the problem being discussed.
- d. To give information to other readers about the use of flow chart in clarifying and developing their ideas in writing.

E. Definition of the Term

In this research, the definition of the term is necessary to avoid misunderstanding and misinterpretation of this research. The writer explains all terms used in this research.

1. Writing

Writing is an activity or occupation of writing, (Hornby, 1995:383) gives definition that writing is to form words, sentences or the like by describing the

correct letters or symbols on paper or other materials. Writing can help students understand, and personally respond to the information and ideas in the texts they read.

2. Flow chart

Flow charts is a drawing using symbols interconnected with lines to represent the flow of information (Mahon, 2009). Flow charts help the students brainstorm ideas and formulate strategies for better planning ([http://ehow.com/facts-4967422-definition-of-flow chart](http://ehow.com/facts-4967422-definition-of-flow-chart)).

3. Descriptive Text

Description means giving a picture in words; describing something, especially without expressing feelings or judging. Writing is the activity or occupation of writing. Descriptive paragraph means the description of ideas and examples focused on a particular subject. (M. Syafi'i:43). In this study, writer focuses on students' writing in descriptive text.

Descriptive text is a text which lists the characteristics of something (<http://ahmadzahrowi.wordpress.com/2009/03/16/descriptive-text>) Descriptive means giving a picture in words; describing something, especially without expressing feelings or judging.

According to Lannon (1994:404) description (creating a picture with words) is part of all writing. But technical description information about a product or mechanism to someone who will use it. Buy it, operate it, assemble it, manufacture it, or to someone who has to know more about it. Any item can be

visualized from countless different perspectives. Therefore, how you describe your perspective depends on your purpose and the needs of your audience.

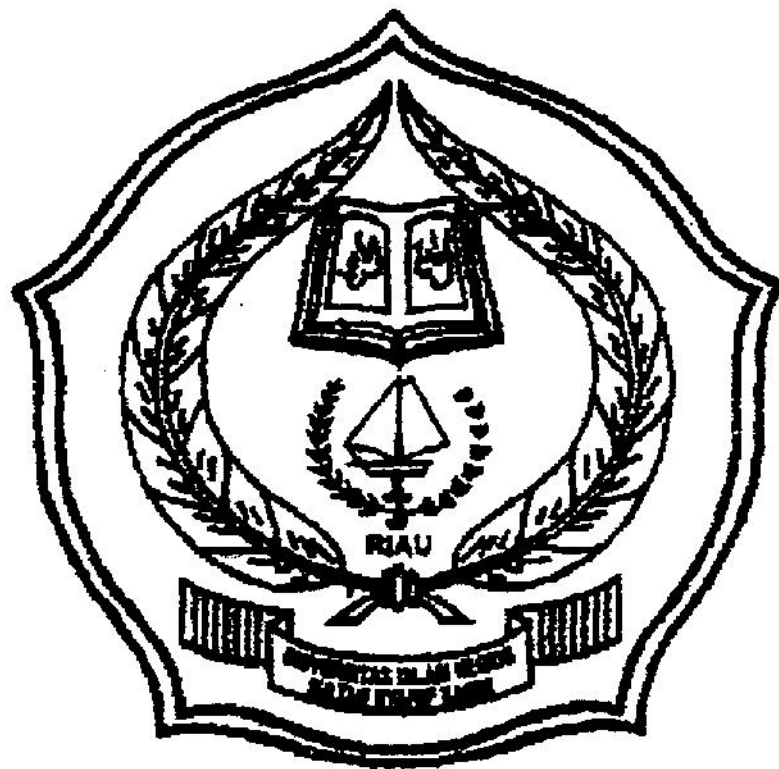
4. Writing Ability

It means the potentially capacity or the power of the students to present their opinion or to show up their idea in writing activity, and even it can be communicated. (<http://www.powerpoint-search.com/journal-some-elements-in-writing-ability-ppt.html>).

5. Students' Ability

According to Hornby (1995:2) states that ability is the mental or physical capacity, power or skill required to do something.

According to Chaplin (2004:1) ability is the power to do some thing that can be differed from aptitude and capacity. In this study, ability means a special nature or power of the students in using flow chart in writing descriptive text.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

Theoretical framework is a basic thinking to investigate a problem that is used to get the correctness in the research.

1. The Nature of Writing

Writing is one of the language skills in English, it is categorized as productive skill. According to Grolier (1993:8) state that writing is a way to record ideas and communicate feelings, experiences, and thoughts with others. It can also be a source of personal satisfaction, as well as a means of earning money. By writing, we can deliver our ideas to the reader indirectly. In other words, writing is one of the ways to express our ideas besides speaking. It means the writing can students do to help them better learn, understand, and personally respond to the information and ideas in the texts they read.

Based on the definition above, it can help the writer arrange their idea continuously. Moreover, they can explore their deepest thought and feeling, So that writing in other word can be a way of defining our selves and our problem, of clarifying our knowledge, and our ideas in understanding and solving our problem. Syafi'i (2007,p. 171) says that at least three major steps that should be stepped by the students who have great concern in writing:

1. They should master about the basic sentence pattern
2. Amplifying the sentences correctly

1. They should master about the basic sentence pattern
2. Amplifying the sentences correctly
3. Developing the sentences into paragraph

To make it run well, the teacher and students collaboration is needed. The teachers can support and motivate the students persuasively to be creative in writing.

2. The Nature of Writing Ability

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. Bell and Burnaby (in Nunan, 1995, p. 36). At the sentence level, these include control of content, format, sentence, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and texts. It is also supported by Hamp-Lions and Haesley (in Nunan, 1995:91) state that writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired.

Based on the definition above, we know that the writing is really an important thing in English, because writing is complete from other language skills. There are some characteristics of a good writing. The whole of those characteristic will make our writing become a good composition. Writing is different from spoken language. Both of them have messages to be delivered. The students' writing can not be separated from their ability. As swannell (1986, p.1) states that "Ability is sufficient power or being able". Ability is the quality of state

of being able; power to perform, whether physical, moral, intellectual, conventional, or legal, capacity, skill or competence in doing something (<http://en.wiktionary.org/wiki/ability>). According to Longman (1993) “ Ability is the power or knowledge to do something. It means that ability is the power of understanding subject matter that involves, either mentally or physically. It refers to the students after she/he gets some experiences through learning, so we can conclude that writing ability is the ability of a person to express his/her ideas, feeling, or something in his/her minds to others by using written language.

Generally, in writing ability we have to know the components of writing. According to Jacobs (1981:90) there are five components of writing, they are:

1. Content

It means that the ability to think creatively and develop thought, excluding all irrelevant information.

2. Organization

Fluent expression, clearly stated ideas, well organized, logically sequenced and cohesive. An essay is coherent if its paragraph is woven together or flown into each other. An essay, which lack of unity or orderly movement will not be coherent, since readers can not move easily from one paragraph that has no clear relation to the first.

3. Vocabulary

In writing, there should be sophisticated range, effective word idiom, word choice and its usage.

4. Language Use

Grammar or a language is description of speaking and writing habits of the people who use it. In composing paragraph or texts, the knowledge of grammar is very important. Without them, writers will not be able to use it, so the readers may not catch points of writers message.

5. Mechanics

Essay writing is mechanically good if the writer demonstrates mastery of conventions, good spelling, punctuation, capitalization and paragraphing and also hand writing.

3. The Nature of Writing Descriptive Text

According to Syafi'i (2007, p.18-19) States that to arrange the sentence and details according to where the objects being described are located. This type of organization is called special organization. In a descriptive paragraph, we have to make very clear the location of the objects being described.

a. Description of a Place

A description of anything in writing should be clear. The following should be taken into consideration: 1. the location of the objects should be clear, 2. the details should be logically and systematically, so that it is easy to visualize the description in his mind, and 3. most importantly is that there should be a controlling idea that gives the paragraph focus.

b. Description of a Person

In the previous section you have learned how to describe a place. Here, you will learn how to describe a person. You can describe a person's appearance

in many ways such as his/her clothes, manner of speaking, color and style of hair, facial appearance, body shape, and expression.

From the definition above, it can be concluded that descriptive paragraph is a kind of paragraph that is used to show or describe what the subject looks, sounds, feels, tastes, and smells as if the reader can see the object that is being described directly.

Dealing with the definition of the descriptive paragraph above, Syafi'i (2007:43) says that there are several elements of descriptive paragraph., it should use word that appeal to the five senses: smell, touch, hearing, taste, or feeling. Of course not all five of senses are necessary to apply every subject that we write about, but strive to use as many as you can.

Furthermore, Syafi'i (2007: 44,45,47) states that vivid language, precise language, and imagery are needed to support the sentences in descriptive paragraph. Vivid language presents the words that is used to comes alive, by presenting words we can create pictures and impressions that appeal not only for the mind but also for the five senses.

Precise language is the way to select highly specified words in order the reader's mind come to draw what we are talking about. Imagery is an effort of essay to make a comparison of the subject's writing by using metaphors in order to create instant visual images in the reader's mind.

As conclusion, a good descriptive writing has some logical development. The writer of this paragraph tries to give a flow chart of impression of person,

place, or thing, but unlike the photographer or painter, writers only use words in describing it as clear as possible.

According to Wishon (1980:128) description gives sense impression the feel, sound, taste, smell, and look of things. Emotions may be described too feeling such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

Descriptive text is a text which says what a person or thing is like. It means characteristics of something. Topic is usually about the attributes of a thing. The generic structure of descriptive text: identification; identifying the phenomenon is described, description; describing the phenomenon in parts. Qualities, and characteristic. www.sil.org. Descriptive writing or text is usually also used to help writer develop an aspect of their work, to create a particular mood, atmosphere or describe a place, so that reader can create vivid pictures of characters, places, objects etc. to complete intention to, here are the characteristic based on descriptive writing or text (<http://ahmadzahrowi.wordpress.com/2009/03/16/descriptive-text>). Descriptive text is one of the types of writing. In a descriptive text, you describe a place, a thing, or a person. When the writer describes a place, a thing, or a person. Obviously, time order would not be logical. When you describe the way something looks (physical description), you have to describe it according to space order. You should arrange your sentences and details according to where the objects being described are located. In a descriptive text, you have to make very

clear the location of the object being described.. A description of anything in writing should be clear.

4. The Technique of Writing

Joy M. Reid (1988:1) explains that students must understand and be able to produce the technique by which academic writers communicate to academic audiences.

As academic writers, the students should be able to demonstrate the techniques of writing paragraph. Generally, the technique of writing are as follows:

1. Choose a subject that you know about.
2. Identify your audiences,
3. Narrow your subject to a topic that will interest your audience.
4. Collect some ideas about your topic.
5. List details about some of your ideas that will interest your audience.
6. Limit the ideas to the most important ones you want to communicate.
7. State the main idea of the text in your topic sentence.
8. Write the text, using the details you have listed.

There are many approaches in which we can use to develop our ideas into writing. They are product approach, process approach, genre approach, and process genre approach. The writer focuses on using the technique of writing through the process approach of writing.

5. Factor that Influence Writing Ability

There are some factors that influence writing ability. One of them is lack of practice, this is the dominant factor that can obstruct writing ability. If the students are lack of practice their writing, they will not be able to write English well although they have good techniques and good teachers. Furthermore, lack of self confidence can also obstruct writing ability.

The influential factors of students' writing ability may not be separate with the influential factors of learning. Muhibin Syah (2008: 132-139) said that there are several factors that can influence in learning process, they are:

a. Internal Factors

These factors came from the students themselves, which consist of physiological aspects (the organ of body) and psychological aspects such as: intelligent, attitudes, aptitude, interest, talent, and motivation.

b. External Factors

These factors consist of social environment such as: family, teachers, administration staffs' society, friends, and non social environment such as: house, school, equipment and atmosphere.

6. The Using Flow chart

Flow chart is a drawing that uses symbols interconnected with lines to represent the flow of information (Mahon, 2009). It is kind of graphic organizers (some of which are also called concept maps, entity relationship charts, and mind maps). They are a pictorial way of constructing knowledge and organizing information. They help the students convert and compress a lot of seemingly

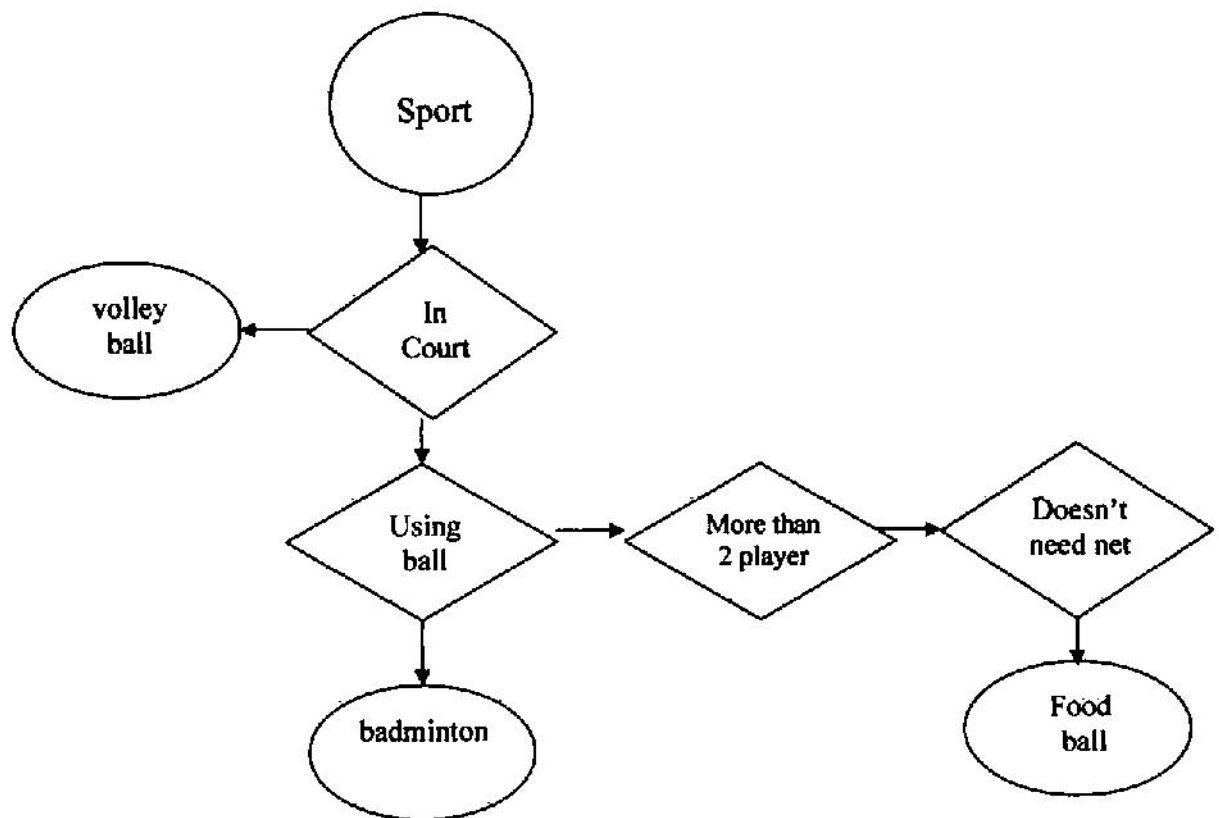
disjoined information into a structured, simple to read. According to Mayer and Diane (1995) flow chart can help students keep to the topic by having their ideas in front of them as they are writing. They also help the students to keep things in the correct sequential order. In the other words Gallick (2001) say a flow chart can clearly indicate the key stages in the sequence. It can also be tricky explaining how to do something if you have not done it your self first. It is clearly that using flow chart gives the students an increased understanding and insight into the topic at hand. It means that flow chart can facilitate students in writing by using symbols to get a information.

7. Writing through of Flow chart

Flow chart can be used to structure writing project, Flow chart can help the students to create their ideas and keep their thoughts visually. The possibilities associated with a topic become clearer as the students idea are classified visually. It is clear that flow chart can help and develop students' ability in writing. Flow chart also attracts the students' imagination and attention quickly in writing. In short, writing through flow chart can be used to help students in writing.

8. Example of Flow chart

There are many kinds of flow chart. One kind has different ways to use it with other. To write descriptive text based on flow chart, The students must concentrate on the relationships between the items. According jeanada (2003) flow chart has a beginning and multiple possible outcomes. The students must determine which part of the material that is the most important and should be focused upon.. She uses these symbols as a rule for this flow chart:

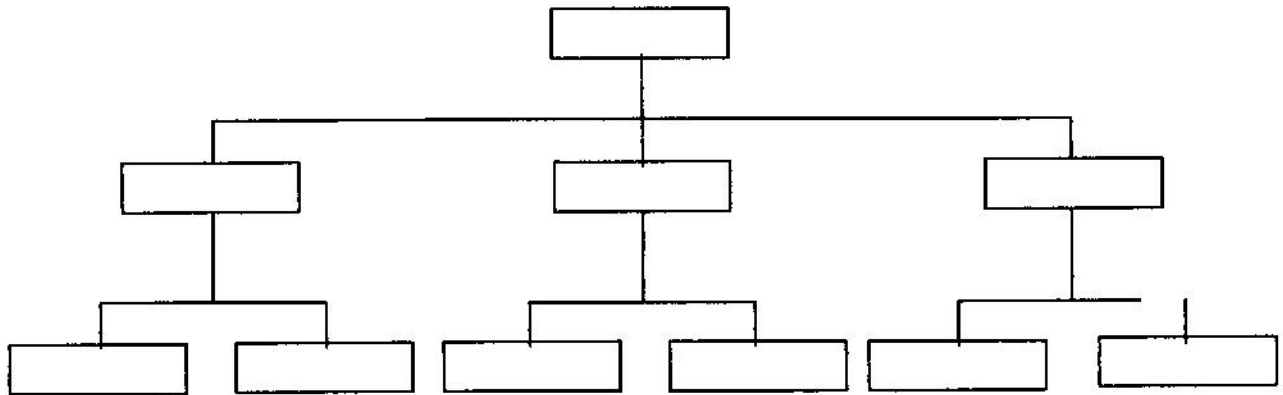


- Arrow represent the direction of flow
- Circle is starting point
- Ovals are stopping points
- Diamonds are decision points

Different with Jeanada, Greg (2005) says there are two kinds of flow chart.

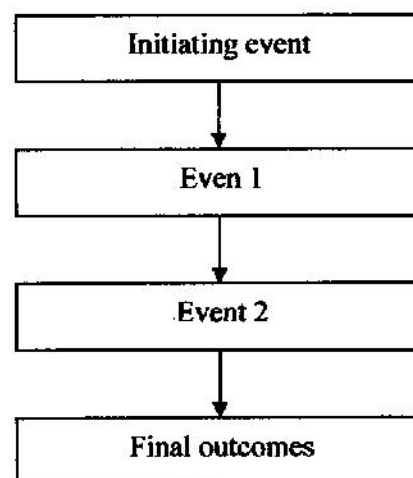
1. File System

Uses: Describe filing system to organize something.



2. Linear String

Uses: Describe a sequence of event, stages, phases, action, and outcon



9. The Procedure of using Flow chart in Teaching Writing Descriptive

- a. The teacher explains to students about Descriptive Text
- b. The teacher explains to students how to write Descriptive text by Using flow chart
- c. The teacher presents of students the model a flow chart and than explain to students what is flow chart
- d. The teacher gives the students a topic to write descriptive text by using flow chart
- e. The teacher asks students to write Descriptive text of pursuant a topic by using flow chart
- f. The students collect their writing to teacher

B. Relevant Research

The research is about the students' ability in writing descriptive text by using picture. The research before which has similar object, researched about descriptive paragraph, done by Soneta (2008), a student who graduated from English department. Her title research is *"A correlation between students' learning creativity and their descriptive paragraph writing ability at the fourth semester students of English education department of UIN Suska Riau"*. there was a significant correlation between X variable (Students' Learning Creativity) and Y variable (Students' Writing Ability). The students who had high leveling learning creativity in using the technique of writing, they had high level in writing ability, especially for descriptive paragraph writing. On the other hand, the students who

had low level in learning creativity in using the technique of writing, had low level in writing ability, especially for descriptive paragraph writing.

The almost similar research was also conducted by Euis Nurwafa (2007). He was conducting a research "*A Comparative study on students' ability in writing Descriptive and Narrative paragraph at the sixth semester of the English Education Department of UIN Suska Riau*". The data analyzed was by using test t comparative method in which the writers compared the students score in writing a form of descriptive paragraph and the students score in writing a form of narrative paragraph and then found the conclusion of the data that have been. Based on the data analysis, it can be concluded that the students' ability in writing between descriptive and narrative paragraph at the sixth semester students of the English education department has a significant difference. It can be seen from the result of the test t which is compared to the tt (test table) in which tt is smaller than to.

C. Operational Concept

According Karmila in (<http://Skripsi>) the indicators of the students' ability in writing descriptive text and teaching by using flow chart, they are:

Students' Ability in Writing Descriptive text

- a. The students are able to organize the sentences by using space order well.
- b. The students are able to arrange the sentences logically and systematically.
- c. The students are able to use the controlling idea as the paragraph focus.
- d. The students are able to visualize the subject's writing by use vivid language.
- e. The students are able to create to create image through their words.
- f. The students are able to make such as simile and metaphors to support their writing.

Teaching by using Flow chart

- a. The teacher shows the flow chart that can be written by the students.
- b. The teacher asks the students to guest the topic of the flow chart.
- c. The students search the topic individually.
- d. The teacher asks the students to write descriptive text based on the topic in the flow chart.

Operational concept is a concept which is used to give an explanation about the theoretical framework to avoid misunderstanding of this research. The

indicators are clues and strategies applied in the implementation of various methods.

In this research, there are two variables that will be operated. They are:

Variable X: Teaching Writing by Using Flow chart

1. The teacher explains how to use flow chart in writing to the students.
2. The teacher explains to students how using flow chart in writing descriptive.
3. The teacher asks the students to develop their ideas to become a text.
4. The teacher asks the students to describe in details what they see from the flow chart given.
5. The teacher asks the students to arrange the sentences.
6. The teacher asks students to write descriptive text based on the topic in the flow chart.

Variable Y: Students' Ability in Writing Descriptive Text

1. The students are able to describe in detail based on the topic.
2. The students are able to express their ideas in writing descriptive text..
3. The students are able to develop their ideas to become a descriptive text.
4. Students are able to make drafting of some information which they have gotten before.
5. Students are able to describe their ideas in writing based on content, organization, vocabulary, language use, and mechanics.
6. Students are able to develop their ideas into descriptive text in writing.

7. Students are able to use the technique in developing their ideas into writing.

D. Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that the using flow chart to increase students' ability in writing descriptive text.

2. The Hypothesis

H₀: There is no a significance of using flow chart to increase students' ability in writing descriptive text.

H_a: There is a significance of using flow chart to increase students' ability in writing descriptive text.



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. The Design of the research

The design of this research is a quasi-experiment research, which is intended to find out the influence of using flow chart to increase students' ability in writing descriptive. This research used to classes as sample. The first class function as experimental class (X) treated by using flow chart. And the second is the control class (Y) which is treated without using flow chart. Before doing treatment, the writer gave pre-test to all of the population. Pre-test was given in order to determine two classes as the samples. The writer would choose two classes that had no difference score significantly, after treatment for eight meetings. The writer gave post-test to obtain the students' ability in writing descriptive text after the treatment.

TABLE III.1

Research Design

Class	Pre-test	Independent Variable (treatment)	Post-test
A	Y1	X1	Y2
B	Y1	X2	Y2

Where :

A: Experiment Group

B: Control Group

Y1: The students' writing ability before getting treatment

Y1: The students' writing ability before getting treatment

X1: getting treatment of flow chart technique

X2: Learning with conventional technique

Y2: The students' writing ability after getting treatment

Y2: The students' writing ability after learning with conventional technique

B. The Time and the Location of the Research

The location and time of the research was at SLTP N 2 Bungaraya, this research had been conducted from 10 December – 30 January 2010.

C. The Subject and the Object of the Research

The subject of this research was all of the second year students of SLTP N 2 Bungaraya. and the object of this research was the student ability in writing descriptive text by using flow chart.

D. The Population and the Sample of the Research

The population of the research was all of the second year students of SLTP N 2 Bungaraya. They were about 42 students' from 2 class. The writer took two classes (II/a and II/b) to be sample of this research. The sample was taken by total sampling.

TABLE III.2**The Total Population of the Second Year Students of SLTPN 2 Bungaraya**

No	Class	Population	Sample	
			Class A	Class B
1	IIa	20	As Experiment Class	As Control Class
2	IIb	22		
3	Total	42		

E. Techniques of Data Collection

In collecting data for this research, the writer used test (pre-test and post-test). The purpose of the research was to know students' ability in writing descriptive text by using flow chart. Pre-test was given after teaching in writing descriptive text without using flow chart. In pre-test, the students wrote a descriptive text related to the topic given entitled "recreation" in 80 minutes. After that the writer began to do the treatment by giving the students a flow chart. The writer explained how to write descriptive text by using flow chart, the students expressed their ideas and understood more about the flow chart, and gave the students an exercise of writing. At the last meeting, the writer gave post-test for the students.

The writer gave a topic by using flowchart to write descriptive text, a topic title was "Sport" in 80 minutes. The purpose of this test was to know how well the writing ability of the students after they had been taught through flow chart.

Based on Jacobs' theory (191: 92-96) the criteria of writing which are present the profile as follows: content, organization, vocabulary, language use, and mechanics.

They have typical skill where it component has asset of qualities (level) to be rate and series of possible writing, Jacobs' theory rating as follows:

1. Content

TABLE III.3

Score	Level	Criteria
30-27	Excellent to very good	Knowledgeable, substantive, relevant
26-22	Good to average	Some knowledge, adequate range, limited development, mostly relevant
21-17	Fair to poor	Limited knowledge, little substance, inadequate development
16-13	Very poor	Does not show the knowledge, non substantive, not pertinent

2. Organization

TABLE III.4

Score	Level	Criteria
20-18	Excellent to very good	Fluent expression, ideas clearly, logical
17-14	Good to average	Somewhat choppy, loosely organize, limited support
13-10	Fair to poor	Non-fluent, idea confuse, lack logical
9-7	Very poor	Doesn't communicate, not organization

3. Vocabulary

TABLE III.5

Score	Level	Criteria
20-18	Excellent to very good	Suppllicated range, affective word, word form mastery
17-18	Good to average	Adequate range, occasional error, meaning not absurd
13-10	Fair to poor	Limited range, frequent error, OR not enough
9-7	Very poor	Essential translation, little knowledge

4. Language use

TABLE III.6

Score	Level	Criteria
25-22	Excellent to very good	Effective complex, few error,
21-18	Good to average	Simple construction minor problem
17-11	Fair to poor	Major problem. Meaning confuse
10-5	Very poor	No mastery of the sentence, doesn't communicated

5. Mechanics

TABLE III.7

Score	Level	Criteria
5	Excellent to very good	Demonstrate mastery, few error
4	Good to average	Occasional error, punctuation, paragraphing
3	Fair to poor	Frequent error, poor hand writing, meaning confuse
2	Very poor	No mastery of convention, dominate by error

To collect the data, the writer used flow chart, the writing result was evaluated by concerning five components and each component had score/level.

The specific of the test is as follows:

TABLE III.8

No	Writing Skill	The Highest Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanics	5

F. Techniques of Data Analysis

To know the students ability in pre-test and post-test, the data, already collected are formulated as follows:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

t_o = the value of it

M_x = mean score of experimental

M_y = mean score of control group

SD_x = the standard deviation of control group

SD_y = the standard deviation of control group

N = the number of the students

(Hartono, 2004: 193).

The T-table was employed to see whether there was significant difference between the mean score of both experiment and control group. The T-obtained value was consulted with the value of T-table at the degree of freedom (df).

$$(df) = (N_1 + N_2) - 2$$

The following table is the categories of the achievement obtained by the students.

Table III.9
Classification of The Student' Score

Profile Score	Level
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

(Sudijhono,2003:35)

This section presents the statistical result followed by the discussion about teaching by using flow chart in increasing students' ability in writing descriptive text at the second year of SLTPN 2 Bungaraya. The data are divided into two groups, they are experiment and control groups score. To analysis the data in chapter III, the following statically formula is used to get the main score (M) and the standard deviation (SD). The result both of mean score and standard deviation were done by using the formula:

$$M_x = \frac{\sum X}{N} \quad \text{the formula for experiment group}$$

$$M_y = \frac{\sum Y}{N} \quad \text{the formula for control group}$$

The formula for the standard deviation

$$SD_x = \frac{\sum x^2}{N} \quad \text{the formula deviation for experiment group}$$

$$SD_y = \frac{\sum y^2}{N} \quad \text{the formula of deviation for control group}$$



- b. The experiment group was showed a flow chart and asked to describe it into a text.
- c. The control group was given a topic and asked to write into a text.
- d. The writer evaluated a short descriptive paragraph of the students then the researcher put the score for the writing aspects, they are: content, vocabulary, language use, organization and mechanics.
- e. The writer used two readers to evaluate the students' text and finally the writer added the score and divided.

The data of the students' score of writing test were the result of the research presented as in the following table:

TABLE IV.1
THE SCORE OF THE STUDENTS' ABILITY AT THE SECOND
YEAR OF SLTPN 2 BUNGARAYA

No	Experimental Group		No	Control Group	
	Pre-test	Post-test		Pre-test	Post-test
1	44	53	1	46	48
2	43	52	2	43	50
3	47	68	3	44	53
4	48	66	4	39	48
5	41	47	5	46	44
6	39	49	6	41	43
7	41	49	7	44	45
8	45	47	8	47	45
9	43	50	9	42	44
10	46	52	10	39	47
11	47	51	11	45	48
12	49	52	12	38	46
13	46	49	13	45	50
14	39	51	14	41	44
15	44	50	15	42	48
16	61	67	16	41	41
17	39	51	17	43	42
18	42	47	18	44	46
19	46	50	19	39	43
20	41	49	20	40	42
			21	42	48
			22	39	50
Total	891	1050	Total	930	1015

TABLE IV. 2
THE RECAPITULATION OF PRE-TEST OF EXPERIMENTAL GROUP
AT THE SECOND YEAR OF SLTPN 2 BUNGARAYA

No	Students	Score		Final Score	Category
		Reader 1	Reader 2		
1	Student	46	42	44	Fail
2	Student	43	43	43	Fail
3	Student	48	46	47	Less
4	Student	49	47	48	Less
5	Student	44	38	41	Fail
6	Student	41	37	39	Fail
7	Student	42	40	41	Fail
8	Student	47	43	45	Fail
9	Student	46	39	43	Fail
10	Student	50	41	46	Less
11	Student	51	42	47	Less
12	Student	51	46	49	Less
13	Student	48	43	46	Less
14	Student	37	41	39	Fail
15	Student	47	41	44	Fail
16	Student	68	54	61	Enough
17	Student	40	39	39	Fail
18	Student	45	39	42	Fail
19	Student	47	45	46	Less
20	Student	40	41	41	Fail
	total			891	

From the table above, we can know the total score of pre-test for experimental group is 891 while the highest score is 61 and the lowest score is 39. the score was given from two readers, each score was added and divided.

For example:

Reader 1 = 46

Reader 2 = 42

Final Score = Reader 1 + Reader 2 : 2 = 46 + 42 : 2 = 44

TABLE IV.3
THE RECAPITULATION OF PRE-TEST OF CONTROL GROUP AT
THE SECOND YEAR OF SLTPN 2 BUNGARAYA

No	Students	Score		Final Score	Category
		Reader 1	Reader 2		
1	Student	51	40	46	Less
2	Student	46	40	43	Fail
3	Student	49	39	44	Fail
4	Student	43	34	39	Fail
5	Student	55	37	46	Less
6	Student	47	35	41	Fail
7	Student	50	38	44	Fail
8	Student	50	43	47	Less
9	Student	46	38	42	Fail
10	Student	41	37	39	Fail
11	Student	52	38	45	Fail
12	Student	40	35	38	Fail
13	Student	47	43	45	Fail
14	Student	40	41	41	Fail
15	Student	44	40	42	Fail
16	Student	43	38	41	Fail
17	Student	49	36	43	Fail
18	Student	53	35	44	Fail
19	Student	40	38	39	Fail
20	Student	43	37	40	Fail
21	Student	41	43	42	Fail
22	Student	40	37	39	Fail
	total			930	

From the table above, we can know that the total score of pre-test from control group is 930 while the highest score is 47 and the lowest score is 38. the score was given from two readers. Each score was added and divided.

For example:

Reader 1 = 51

Reader 2 = 40

Final Score = Reader 1 + Reader 2 : 2 = 51 + 40 : 2 = 46

TABLE IV.4
THE RECAPITULATION OF POST-TEST OF EXPERIMENTAL GROUP
AT THE SECOND YEAR OF SLTPN 2 BUNGARAYA

No	Students	Score		Final Score	Category
		Reader 1	Reader 2		
1	Student	59	47	53	Less
2	Student	60	44	52	Less
3	Student	75	60	68	Good
4	Student	73	59	66	Good
5	Student	52	42	47	Less
6	Student	56	42	49	Less
7	Student	54	43	49	Less
8	Student	47	46	47	Less
9	Student	53	47	50	Less
10	Student	60	44	52	Less
11	Student	52	50	51	Less
12	Student	51	52	52	Less
13	Student	49	48	49	Less
14	Student	56	45	51	Less
15	Student	48	51	50	Less
16	Student	75	58	67	Good
17	Student	51	50	51	Less
18	Student	50	44	47	Less
19	Student	54	56	50	Less
20	Student	53	45	49	Less
21	total			1050	

From the table above, we can know the total score of post-test for experiment group is 1050 while the highest score is 68 and the lowest score is 47. the score was given from readers. Each score was added and divided.

For example:

Reader 1 = 59

Reader 2 = 47

Final Score = Reader 1 + Reader 2 : 2 = 59 + 47 : 2 = 53

TABLE IV.5
THE RECAPITULATION OF POST-TEST CONTROL GROUP AT THE
SECOND YEAR OF SLTPN 2 BUNGARAYA

No	Students	Score		Final Score	Category
		Reader 1	Reader 2		
1	Student	51	44	48	Less
2	Student	52	48	50	Less
3	Student	56	49	53	Less
4	Student	50	45	48	Less
5	Student	46	41	44	Fail
6	Student	45	40	43	Fail
7	Student	48	41	45	Fail
8	Student	46	44	45	Fail
9	Student	45	42	44	Fail
10	Student	49	44	47	Less
11	Student	50	45	48	Less
12	Student	46	45	46	Less
13	Student	49	51	50	Less
14	Student	44	44	44	Fail
15	Student	51	45	48	Less
16	Student	43	39	41	Fail
17	Student	44	40	42	Fail
18	Student	49	42	46	Less
19	Student	45	41	43	Fail
20	Student	45	38	42	Fail
21	Student	46	50	48	Less
22	Student	59	41	50	Less
	total			1015	

From the table above, we can know the total of post-test for control group is 1015 while the highest score is 53 and the lowest score is 41. the score was given from two readers, each score was added and divided.

For example:

Reader 1 = 51

Reader 2 = 44

Final Score = Reader 1 + Reader 2 : 2 = 51 + 44 : 2 = 48

C. The Data Analysis

1. The influence of using flow chart to increase students ability in writing descriptive text at the second year of SLTPN 2 Bungaraya.

This research is the using flow chart to increase students' ability in writing descriptive text at the second year of SLTPN 2 Bungaraya. There are two variables, they were experimental and control group.

The technique used in analyzing the data by using statistically analysis the different mean of experiment and control class was analyzed by using T-test, the formula is:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

The ways of analyzing the data are as follow:

a. Writing test

To give the score for writing test, the writer used the ESL Composition profile. Jacobs, et al (1981: 90) states that the ESL composition profile consists of five components, they are: contents (30 points), organization (20 points), vocabulary (20 points), language use (25 points) and mechanics (5 points).

For the easier analysis, the writer present the steps of scoring the element of the component of writing, they are as follows:

1. Content

Since the highest score in this components is 30, the elements marked consists of 3 points. So, to find out the result of each element. The writer divides the highest score 30 into those elements 3. as the result, the maximum score for each is 10.

2. Organization

The maximum score in this component is 20, while the element marked are 5. to find out the valid result of each element, the writer divides the highest score 20 into those elements 5. finally, the maximum score for each element is 4.

3. Vocabulary

In this component, the highest score is 20, to find out the result of each element. The writer divides it into 5 elements because there are 5 elements that should be marked. For each element finally scored maximum 4.

4. Language use

In this case, there are 8 elements should be marked, the highest score is 25. to calculate them easily, the score of each element is scored 3 except one, it is scores 4 because it is the highest element to be fulfilled. So, the total will be 25.

5. Mechanics

In this component, the total score is 5, and the element marked consists of 5. so, in order to get a valid score, each element scored 1 as the highest. The composition that does not fulfill the element will be scored 0.

2. Preparing table list to look the mean and standard deviation of experiment and control class.

TABLE IV.6

TABLE MEAN AND STANDARD DEVIATION

No	Score		X	Y	X ²	Y ²
	X1	Y2				
1	53	48	0.5	1.87	0.25	3.49
2	52	50	-0.5	3.87	0.25	14.97
3	68	53	15.5	6.87	240.25	47.19
4	66	48	13.5	1.87	182.25	3.49
5	47	44	-5.5	-2.13	30.25	4.53
6	49	43	-3.5	-3.13	12.25	9.79
7	49	45	-3.5	-1.13	12.25	1.27
8	47	45	-5.5	-1.13	30.25	1.27
9	50	44	-2.5	-2.13	6.25	4.53
10	52	47	-0.5	0.87	0.25	0.75
11	51	48	-1.5	1.87	2.25	3.49
12	52	46	-0.5	-0.13	0.25	0.01
13	49	50	-3.5	3.87	12.25	14.97
14	51	44	-1.5	-2.13	2.25	4.58
15	50	48	-2.5	1.87	6.25	3.49
16	67	41	14.5	-5.13	210.25	26.31
17	51	42	-1.5	-4.13	2.25	17.05
18	47	46	-5.5	-0.13	30.25	0.01
19	50	43	-2.5	-3.13	6.25	9.79
20	49	42	-3.5	-4.13	12.25	17.05
21		48		1.87		3.49
22		50		3.87		14.97
Total	$\sum x = 1050$	$\sum y = 1015$			$\sum x^2 = 799$	$\sum y^2 = 206.44$

X = Experimental Group

Y = Control Group

TABLE IV.7
MEAN AND STANDARD DEVIATION

	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
M	44.55	52.5	42.27	46.13
SD		6.32		3.06
The Percentage	18%		9%	

From the table above, it can be seen that there is a difference of the mean score, the standard deviation and the percentage between experiment group and control group. Where the percentage from the pre-test to post-test of experiment group is increasing 18% while the percentage from pre-test to post-test of control group is increasing 9% it can be seen from the formula below:

1. The percentage of experimental group is:

$$\frac{52.5 - 44.55}{44.55} \times 100\% = \frac{8}{44.55} \times 100\% = 18\%$$

2. The percentage of experimental group is:

$$\frac{46.13 - 42.27}{42.27} \times 100\% = \frac{4}{42.27} \times 100\% = 9\%$$

3. Calculating mean and standard deviation of experiment and control class.

The Mean of experiment class (x):

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{1050}{20} = 52.5$$

The Mean of control class (y):

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{1015}{22} = 46.13$$

Standard Deviation (SDx) of experiment class (x):

$$SD_x = \frac{\sqrt{\sum x^2}}{N}$$

$$SD_x = \frac{\sqrt{799}}{20}$$

$$SD_x = \sqrt{39.95} = 6.32$$

Standard Deviation (SDy) of control class (y):

$$SD_y = \frac{\sqrt{\sum y^2}}{N}$$

$$SD_y = \frac{\sqrt{206.44}}{22}$$

$$SD_y = \sqrt{9.38} = 3.06$$

4. Into the formula of T-test, as follow:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$t_o = \frac{52.5 - 46.13}{\sqrt{\left(\frac{6.32}{\sqrt{20-1}}\right)^2 + \left(\frac{3.06}{\sqrt{22-1}}\right)^2}}$$

$$t_o = \frac{6.37}{\sqrt{\left(\frac{6.32}{\sqrt{19}}\right)^2 + \left(\frac{3.06}{\sqrt{21}}\right)^2}}$$

$$t_o = \frac{6.37}{\sqrt{\left(\frac{6.32}{4.35}\right)^2 + \left(\frac{3.06}{4.58}\right)^2}}$$

$$t_o = \frac{6.37}{\sqrt{(1.45)^2 + (0.66)^2}}$$

$$t_o = \frac{6.37}{\sqrt{2.10 + 0.43}}$$

$$t_o = \frac{6.37}{\sqrt{2.53}}$$

$$t_o = \frac{6.37}{1.59}$$

$$t_o = 4.00$$

The t computed was 4.00. So it means H_0 is rejected and H_a is accepted, because t obtained was bigger than null. In other words, there is significance influence of flow chart in increasing students' writing ability at the second year of SLTPN 2 Bungaraya.

5. Giving Interpretation

By observing the data analysis, it can be described that the coefficient of T-test is 4.00. To prove whether any significance influence or not at 5% grade of significance, or at the 1% grade of significance. The level of T-test = 4.00. So the score can be comparing with the degree of freedom (df). Then to get the level of "df" the following formula is used:

1. Looking for df

$$df = (N1 + N2) - 2$$

$$df = (20 + 22) - 2$$

$$df = 42 - 2$$

$$df = 40$$

2. Consulting With *t-table*

On the *t-table* not find $df = 40$. The *T-table* at the 5% grade of significance = 2.02. while the level of significance 1% = 2.69. So the writer can analyze that t_o is highest than *t-table* both in 5% or 1%. Or the other word we can read that $2.02 < 4.00 > 2.69$.



CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion.

This research describes the students' writing ability, especially in writing Descriptive Text by using flow chart at the second year students of SLTPN 2 Bungaraya. The score of students in pre-test was lower than post-test. After analyzing the data, the writer found that students score in pre-test was lower than post-test. After using flow chart, the writer found a significant improvement. Based on the data analysis, the writer can conclude that:

1. Based on the result, the writer concludes that there is a significant different of student's ability in writing descriptive text at the second year of SLTPN 2 Bungaraya.
2. The average of pre-test in control group was 42.27, while the average score of post-test in control group was 46.13, it means that the students writing ability before using flow chart was 9%.
3. The average of pre-test in experimental group was 44.55, while the average score of post-test in experimental group was 52.5, it means that the students writing ability after using flow chart increased 18%.

The finally, based on the result of pre-test and post-test in control group to experimental group, The writer concludes that there is a significant improvement

of using flow chart. So, The teaching descriptive text in writing by using flow chart was effective.

B. The Suggestions

1. Suggestion for the Teacher

- a. Flow chart technique is a good technique for teaching writing.
- b. The teacher has to give motivation to students in order to practice their writing.
- c. The teacher gives writing test to students.

2. Suggestion for the Students

- a) The writer hopes, the students especially for the second year students of SLTPN 2 Bungaraya always improve their writing.
- b) The students are suggested to do more practice of descriptive text in writing.
- c) The students are suggested to master aspects of writing (content, organization, vocabulary, language use, and mechanic).
- d) The students may not be afraid of making mistakes in English writing because it can be improved through frequent writing exercises.
- e) The students should know the characteristic of descriptive text (using simple tense, has, have, linking verbs, consists of adjectives, compound adjectives and sometimes using degree of comparison) before doing writing.

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